



*ISTEP+: Grade 7*

English/Language Arts

Released Part 1 Applied Skills (open-ended) Items  
and Scoring Notes

## Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

### Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

## Question Types

This document addresses questions from *ISTEP+ Part 1. Students* demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

## Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

ISTEP+ Part 1: English/Language Arts		
Question Type	Score Reporting Categories	Scoring Method
Constructed-Response (CR)	Reading	2-pt. CR Rubric (Grades 3-8, 10)
Writing Prompt (WP)	Writing	6-pt. Writing Rubric (Grades 3-4, 5-8, 10) 4-pt. Grammar and Usage Rubric (Grades 3-4, 5-8, 10)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

## English/Language Arts Constructed Responses

Session One, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of nonfiction or literary text. The reading comprehension task consists of one passage and three constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied the item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses called anchor papers. The anchor papers are accompanied by explanations of the score points received.

### English/ Language Arts 2-point Constructed-Response (CR) Rubric

<b>2 points</b>	<b>Proficient</b> The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
<b>1 point</b>	<b>Partially Proficient</b> The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
<b>0 point</b>	<b>Not Proficient</b> The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

## Directions

Read the article "New Window on Our Minds." Then answer the questions.

### New Window on Our Minds

by C.W. Dingman

- 1 Our brain is a wonderful and complicated organ. And scientists have been working for centuries to understand how it works.
- 2 In recent years, they have discovered new ways to study the brain. Scientists can now watch the activities of different parts of our brain while it is at work. We can think of these techniques as new windows on our minds.
- 3 One new research method is called fMRI<sup>1</sup>. It can take pictures of your brain in much the same way as an X-ray machine can take pictures of your bones. This method makes use of the fact that whenever a part of your brain becomes more active, it uses more oxygen.
- 4 If someone were to use this technique to study your brain, your head would be surrounded by a device that includes a big magnet. This device can detect tiny signals coming from oxygen. With the help of a computer, it turns these signals into pictures. By taking pictures every few seconds, scientists can tell which parts of your brain become active when you think of something, such as multiplying three times ten.

#### Memory Storage

- 5 Storing memories is one of the most important jobs our brain does. Without stored memories, we would not be able to recall new words we have learned or find our way home.
- 6 Everything we learn must be stored as memories in our brain. And storing a memory requires that something somewhere in our brain changes. Once a

<sup>1</sup>fMRI—Functional magnetic resonance imaging

change is made, it must remain, even after the effort to learn has stopped. If the change doesn't remain, we will forget what we've learned.

- 7 Like the memory in our computers, most of our memories are stored away out of our awareness. But when we need them, they can be "copied" and temporarily placed in what is called our "working memory" for immediate use.
- 8 Dr. Yang Jiang is one of the scientists using fMRI to learn more about how the brain works.
- 9 She works in a laboratory at the National Institute of Mental Health in Bethesda, Maryland.

### **Where Do Memories Live?**

- 10 Dr. Jiang told me that she and her colleagues wanted to know more about where in the brain our working memories were kept. So they asked this question: where do we store the memory of a face we are looking for when we are surrounded by people we know?
- 11 For example, which parts of your brain are activated when you are at your brother's birthday party and want to find your mother in a room filled with other relatives? And then, once you've spoken to your mother, what happens when you want to find your brother to give him a gift?
- 12 Dr. Jiang and her colleagues learned that when you want to search for your mother, you first put your memory of her face in one part of your working memory. This is the part that has the job of remembering who it is you are looking for. And this part is found near the front of your brain.
- 13 The memories of the other familiar faces, such as your brother's, are kept in another part of your working memory. This part is located near the back of the brain and has the job of letting you ignore the faces of people you are not seeking. When you see your mother's face, you activate those areas of your brain that control your movements toward her.
- 14 Next you want to give your brother the gift you brought for him. Now his face will replace your mother's face in the part of your brain's working memory that has the job of remembering the person you are seeking.

## **Mind-Reading Machines?**

- 15 Does all this research mean that we will soon be able to read others' minds and know what they are thinking? Most likely not, but for scientists like Dr. Jiang, there are plenty of exciting experiments to do to learn more about how the brain works.
- 16 Here is one of the next questions Dr. Jiang wants to ask: how does the brain perceive complex motion? This is like asking how an outfielder knows where to run to catch a baseball that is flying through the air.
- 17 If you were a scientist who studies the brain, what questions would you like to ask?

"New Window on Our Minds" by C.W. Dingman from Highlights for Children Magazine's April 2002 issue, copyright © 2002 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.



**Item #1**  
**Constructed-Response**

**Constructed-Response  
Reading: Nonfiction**

**Question 1**

- 1.** Read the sentence from Paragraph 7.

Like the memory in our computers, most of our memories are stored away out of our awareness.

What does the phrase “Like the memory in our computers” help the reader understand about working memory? Support your answer with details from the article.

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**Top-Score Response:**

The phrase provides a comparison to a more familiar idea to help the reader understand that memories can be filed away for later access, the same way documents are filed in a computer. According to the article, the memory is stored in our brain out of our awareness until we need it, and then it is “copied” and temporarily placed into a different part of the brain in what is known as our “working memory” for immediate use.

**Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 1, Sample A - Score Point 2

**1** Read the sentence from Paragraph 7.

**Like the memory in our computers, most of our memories are stored away out of our awareness.**

What does the phrase “Like the memory in our computers” help the reader understand about working memory? Support your answer with details from the article.

The phrase “Like the memory in our computers” means that our brain saves things just like a computer. The text states that most of our memories are stored way out of awareness. The text also states that our memories can be “copied” and put into our “working memory” for immediate use. That is how our memory is “like the memory in our computers.”

Scoring Notes: This response fulfills all the requirements of the task. The information given supports how the phrase “Like the memory in our computers” helps the reader understand the process of how old memories are recalled using text-based information (. . .our brain saves things just like a computer. . . our memories can be “copied” and put into our “working memory” for immediate use).

**Question 1, Sample B - Score Point 2**

**1** Read the sentence from Paragraph 7.

**Like the memory in our computers, most of our memories are stored away out of our awareness.**

What does the phrase "Like the memory in our computers" help the reader understand about working memory? Support your answer with details from the article.

The phrase "Like the memory in our computers" helps the reader understand how the brain stores and use information in its working memory. When memories are needed they are "copied" and temporarily placed in our "working memory".

Scoring Notes: This response fulfills all the requirements of the task. The information provided supports how the phrase "Like the memory in our computers" helps the reader understand the process of how old memories are recalled (*When memories are needed they are "copied" and temporarily placed in our "working memory"*).

## Question 1, Sample C - Score Point 1

**1** Read the sentence from Paragraph 7.

**Like the memory in our computers, most of our memories are stored away out of our awareness.**

What does the phrase "Like the memory in our computers" help the reader understand about working memory? Support your answer with details from the article.

Computers store information for a person to use later. A brain does the same thing, it takes things you've learned and stores them for when you need them.

Scoring Notes: This response fulfills some of the requirements of the task. The information, which is provided too simplistically, explains how the phrase helps the reader understand the process of how memories are recalled (*A brain does the same thing, it takes things you've learned and stores them for then you need them*).

**Question 1, Sample D - Score Point 1**

**1** Read the sentence from Paragraph 7.

**Like the memory in our computers, most of our memories are stored away out of our awareness.**

What does the phrase "Like the memory in our computers" help the reader understand about working memory? Support your answer with details from the article.

It helps the reader understand that our brain stores memories just like a computer. The article states that when we learn something, we push it back in our brain until it is needed again.

Scoring Notes: This response fulfills some of the requirements of the task. The response generally explains how the phrase helps to define recall (*. . . when we learn something, we push it back in our brain until it is needed again*). While recall is addressed with this relevant detail, it is only generally stated.

**Question 1, Sample E - Score Point 0**

**1** Read the sentence from Paragraph 7.

**Like the memory in our computers, most of our memories are stored away out of our awareness.**

What does the phrase “Like the memory in our computers” help the reader understand about working memory? Support your answer with details from the article.

When the author C.W. Dingman says “Like the memory in our computers” he is comparing a brain to a computer, because computers can have a lot of storage he is saying brains can too.

Scoring Notes: This response does not fulfill the requirements of the task because the information given is incomplete. The response addresses amount of memory storage rather than the ability to store and recall information.



**Question 1, Sample F - Score Point 0**

**1** Read the sentence from Paragraph 7.

**Like the memory in our computers, most of our memories are stored away out of our awareness.**

What does the phrase “Like the memory in our computers” help the reader understand about working memory? Support your answer with details from the article.

Because if you have a computer at home you automatically know how your brain works and stores memories

Scoring Notes: This response does not fulfill the requirements of the task because the information given is incomplete. The information provided only minimally addresses memory storage.



**Item #2**  
**Constructed-Response**

**Constructed-Response**  
**Reading: Nonfiction**

**Question 2**

- 2.** How do the “Memory Storage” section and the “Where Do Memories Live?” section work together to develop the central idea? Support your answer with details from the article.

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**Top-Score Response:**

“Memory Storage” describes the importance of our stored memories and explains the basics of how our brains store memories. For example, the text explains that your brain must change in order to retain what you have learned, otherwise you would not be able to recall information. The section “Where Do Memories Live?” builds on the information in “Memory Storage” by providing a more concrete example of how your brain becomes active when you are using your working memory to look for someone specific while you are surrounded by people you know. The sections work together to develop the central idea of understanding how our brains work.

**Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 2, Sample A - Score Point 2

- 2** How do the "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea? Support your answer with details from the article.

How they Both work together to create a central Idea is they both talk about the importance of our memory. In the text it states that without our memory we wouldn't be able to recall what we had just learned. Also in the text it states that it is stored into the back of your brain so you are able to see and ignore all who you are not seeing.

Scoring Notes: This response fulfills all the requirements of the task. The information provided in the response shows how the two sections work together to develop the central idea (*How they Both work together to create a central Idea is they both talk about the importance of our memory*). The response goes on to support this with details from each section (*. . . without our memory we wouldn't be able to recall what we had just learned. Also in the text it states that it is stored into the back of your brain so you are able to see and ignore all who you are not seeing*).

Question 2, Sample B - Score Point 2

- 2** How do the "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea? Support your answer with details from the article.

The "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea by telling us how our brains work with memories. In "Memory Storage" it says we put memories away until we need them. In "Where Do Memories Live?" It tells us how our brains activate memories.

Scoring Notes: This response fulfills all the requirements of the task. The response includes details that show how the two sections work together to develop the central idea (*. . . by telling us how our brains work with memories*). The response also includes supporting details from each section (*In "Memory Storage" it says we put memories away until we need them. In "Where Do Memories Live?" It tells us how our brains activate memories*).

Question 2, Sample C - Score Point 1

- 2** How do the "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea? Support your answer with details from the article.

The two sections work very well together to tell the central idea. The reason for this is because they both talk about the brain and how we store and use our memory. Obviously the main idea is about our brain and how our memory works.

Scoring Notes: This response fulfills some of the requirements of the task. While the response identifies a central idea (*Obviously the main idea is about our brain and how our memory works*), it only generally describes how the two sections work together (*. . . they both talk about the brain and how we store and use our memory*).

Question 2, Sample D - Score Point 1

- 2** How do the "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea? Support your answer with details from the article.

They work together by stating where your memories are located. The text states, "... must be stored as memories in our brain..." (paragraph 6) and "This part is located near the back of the brain..." The central idea is how our minds and memories work, and both sections work together to develop it.

Scoring Notes: This response fulfills some of the requirements of the task. While the response identifies a central idea (*The central idea is how our minds and memories work*), the supporting information is incomplete. The response attempts to show how the two sections work together (*. . . by stating where your memories are located*), but the supporting information is limited and vague (*"... must be stored as memories in our brain. . ." and, "This part is located near the back of the brain. . ."*).

Question 2, Sample E - Score Point 0

- 2** How do the "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea? Support your answer with details from the article.

We have a lot of storage for our memories to go. We wouldn't know anything without our memory storage space.

Scoring Notes: This response does not fulfill the requirements of the task. While the response does refer to the information from the text, it does not address the task.

Question 2, Sample F - Score Point 0

- 2** How do the "Memory Storage" section and the "Where Do Memories Live?" section work together to develop the central idea? Support your answer with details from the article.

I think "Memory Storage" and "Where do Memories Live?" develop the central idea by talking about a subject very important to the article.

Scoring Notes: This response does not fulfill the requirements of the task. The information provided (. . . talking about a subject very important to the article) fails to address the question.

**Item #3**  
**Constructed-Response**

**Constructed-Response**  
**Reading: Nonfiction**

**Question 3**

- 3.** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

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**Top-Score Response:**

The fMRI takes pictures capturing signals that indicate oxygen use in different parts of your brain. According to the article, "This method makes use of the fact that whenever a part of your brain becomes more active, it uses more oxygen." The signals detected are turned into pictures with the help of a computer. Scientists capture signals every few seconds, look at the pictures, and can then tell which parts of your brain become more active when you think of something.

**Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.



Question 3, Sample A – Score Point 2

- 3** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

As explained in paragraph 3 and 4, our brain uses oxygen. An fMRI can detect the signals coming from the oxygen. After computer processing it turns the signals into pictures. If scientists take pictures every few seconds, they can tell what part of the brain is used for specific actions.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps to explain how scientists use the pictures to study the brain (*If scientists take pictures every few seconds, they can tell what part of the brain is used for specific actions*). This is thoroughly supported with relevant and specific details from the article (. . . our brain used oxygen. An fMRI can detect the signals coming from the oxygen. After computer processing it turns the signals into pictures).

Question 3, Sample B – Score Point 2

- 3** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

Scientist use pictures taken by the fMRI to study the brain and it's function by taking pictures of the brain at work. "By taking pictures every few seconds, Scientist can tell which part of your brain come's active when you think of something." By "detecting tiny signals that come from oxygen."

Scoring Notes: This response fulfills all the requirements of the task. The response explains how scientists use the pictures to study the brain ("By taking pictures every few seconds, scientist can tell which part of your brain come's active when you think of something"). This explanation is supported with specific details (. . . by taking pictures of the brain at work. . . By "detecting tiny signals that come from oxygen").



Question 3, Sample C – Score Point 1

- 3** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

Scientist use pictures taken by the fMRI to study the brain because "by taking pictures every few seconds, Scientist can tell which part of your brain becomes more active when you think of something", like the text states.

Scoring Notes: This response fulfills some of the requirements of the task. The response provides an explanation of how scientists use the pictures to study the brain ("... scientist can tell which part of your brain becomes more active when you think of something"). This explanation is not supported with additional details from the article.

Question 3, Sample D – Score Point 1

- 3** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

Scientist use pictures to show what part of our brains are more active, and where it uses more oxygen.

Scoring Notes: This response fulfills some of the requirements of the task. The response contains an explanation of how scientists use the pictures to study the brain (*Scientist use pictures to show what part of our brains are more active, and where it uses more oxygen*). While these details are relevant, they are generally stated, and there is no clear connection between oxygen and brain activity.

Question 3, Sample E – Score Point 0

- 3** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

The fMRI is a machine like an x-ray but not quite. Instead of it studying our bones it studies your brain. The term fMRI means a functional magnetic resource image.

Scoring Notes: This response does not fulfill the requirements of the task. While the response provides a general definition of what the fMRI machine does, it does not address how the pictures are used to study the brain.

Question 3, Sample F – Score Point 0

- 3** Explain how scientists use pictures taken by the fMRI to study the brain. Support your answer with details from the article.

To see how the brain works and see different things about the brain that we may not have seen before

Scoring Notes: This response does not fulfill the requirements of the task because the description is vague and incomplete.

**Item #4**  
**Writing Prompt**

### Writing Prompt

You have read “The Game,” about a girl who is experiencing a new culture. Using details from the excerpt, write an essay explaining how the author develops Sundara’s character as she responds to the football game, including what she has learned by the end of the game.

Be sure to include

- an explanation of how the author develops Sundara’s character
- what Sundara has learned by the end of the game
- an introduction, a body, and a conclusion for your essay

## Passage

### Directions

Read the story "The Game: Excerpt from *Children of the River*."  
Then answer the questions.

### The Game: Excerpt from *Children of the River*

by Linda Crew

The following is an excerpt from Linda Crew's novel *Children of the River*, a story about Sundara, a 17-year-old Cambodian refugee living in Oregon with her extended family. In this excerpt, Sundara is at a football game with a friend, Kelly. They are watching Cathy Gates, one of the cheerleaders, and Jonathan McKinnon, one of the football players.

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- 1 Soon the players were smashing into each other, the men in the striped shirts were blowing whistles and tossing handkerchiefs. Unfortunately, the strange game didn't seem any clearer to Sundara here than it did on television. There must be more to it than she understood. Otherwise, why would the Americans get so excited? At school the crowds parted in respect when two or three of the players in their letter jackets came swaggering down the middle of the hall. But why were football players such heroes?
- 2 And Cathy Gates . . . Sundara found herself staring at the girl. She was fascinated with her face, which looked as if it turned on and off with a switch. One instant she'd be standing there with her hip cocked, one elbow cradled in her other hand as she bit her thumb, watching the players on the field. Then something would happen in the game and—click—her face would light up with a big smile as she whirled to face the crowd, clapping and prancing, her brown hair bouncing.
- 3 Most of all, Sundara envied Cathy's mystifying knack for knowing when Jonathan and his teammates had done something worth cheering about. She always knew whether to chant "Go! Go! Go!" or "Push 'em back, push 'em back, waaaay back!"

- 4 When Sundara tried to get Kelly to explain about these things, Kelly just said the main idea was trying to get the ball to one end of the field or the other. This wasn't much help. Sundara could hardly ever see where the ball was! So frustrating, hearing Jonathan's name over the loudspeaker, yet never being able to tell him from the others.
- 5 But finally there came a moment when she did see the football. It was arcing high, and the crowd rose as one in a long, tense moan of anticipation. "Aaaahhh" . . . She saw the orange figure running, arms outstretched.
- 6 "Come on, McKinnon!" Kelly yelled.
- 7 The ball spiraled downward. Jonathan McKinnon leapt, plucked it in midair, and hit the ground running. A deafening cheer rose as he dashed between the white posts.
- 8 Sundara found herself on her feet, jumping and clapping with the crowd. She did not understand the game, but she understood speed, she understood grace. She understood why everyone thought Jonathan McKinnon was wonderful.

Excerpt from CHILDREN OF THE RIVER by Linda Crew, copyright © 1989 by Linda Crew. Used by permission of Delacourte Press, an imprint of Random House Children's Books, a division of Random House LLC. All rights reserved.



## Writing Rubric Grades 5-12

SCORE POINT 6
<b>A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.</b>
<b>Ideas and Content</b>
<p><b>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay completely focused on topic and task?</li> </ul> <p><b>Does the writing include thorough, relevant, and complete ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include in-depth information and exceptional supporting facts and details that fully develop the topic?</li> <li>• fully explore many facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Are the ideas in the writing organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?</li> <li>• progress in an order that enhances meaning?</li> <li>• include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?</li> </ul>
<b>Style</b>
<p><b>Does the writing exhibit exceptional word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?</li> <li>• demonstrate control of a challenging vocabulary?</li> </ul> <p><b>Does the writing demonstrate exceptional writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing exceptionally fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p><b>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• establish and maintain a style appropriate to purpose?</li> <li>• demonstrate a strong sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>

SCORE POINT 5
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>
Ideas and Content
<p>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p>Does the writing include many relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting facts and details that fully develop the topic?</li> <li>• explore many facets of the topic?</li> </ul>
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>
Style
<p>Does the writing exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p>Does the writing demonstrate very good writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
Voice
<p>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• establish and maintain a style appropriate to purpose?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>



<b>SCORE POINT 4</b>
<p><b>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</b></p>
<b>Ideas and Content</b>
<p><b>Does the writing accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea? (Writing may include minor tangents.)</li> <li>• stay mostly focused on topic and task?</li> </ul> <p><b>Does the writing include relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include sufficient information with supporting facts and details that develop the topic? (Details may not be fully developed; ideas may be listed.)</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Are the ideas in the writing organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?</li> <li>• generally progress in an order that enhances meaning of text?</li> <li>• include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)</li> </ul>
<b>Style</b>
<p><b>Does the writing exhibit good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?</li> <li>• demonstrate control of basic vocabulary?</li> </ul> <p><b>Does the writing demonstrate good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing fluent?</li> <li>• Does it exhibit some varied sentence patterns, including some complex sentences?</li> <li>• Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p><b>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• establish and maintain a style mostly appropriate to purpose? (The writing may occasionally slip out of register.)</li> <li>• demonstrate some sense of audience?</li> <li>• attempt an original perspective?</li> </ul>

<b>SCORE POINT 3</b>
<b>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</b>
<b>Ideas and Content</b>
<p>Does the writing minimally accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas with minimal facts and supporting details to develop the topic?</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p>Is there an attempt to logically organize ideas in the writing? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<b>Style</b>
<p>Does the writing exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing demonstrate average writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<b>Voice</b>
<p>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty establishing and maintaining a style appropriate to purpose?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
Ideas and Content
<p>Does the writing only partially accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a main idea?</li> <li>• sometimes lose focus or ineffectively display focus?</li> </ul> <p>Does the writing include few relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include little information and few or no facts and details to develop the topic?</li> <li>• explore only one or two facets of the topic?</li> </ul>
Organization
<p>Is there a minimal attempt to logically organize ideas in the writing?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>
Style
<p>Does the writing exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Some words may be used incorrectly.)</li> <li>• demonstrate minimal control of vocabulary?</li> </ul> <p>Does the writing demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some fluency?</li> <li>• Does it rely mostly on simple sentences?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>
Voice
<p>Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty establishing a style appropriate to purpose?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>

## SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

### Ideas and Content

Does the writing fail to accomplish the task (e.g., support an opinion /argument, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing include very few relevant ideas?

- Does it include little information with few or no facts and details or unrelated facts and details to develop the topic?
- Is it unsuccessful in attempts to explore any facets of the prompt?

### Organization

Are the ideas in the writing organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

### Style

Does the writing exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

### Voice

Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate inability to establish a style appropriate to purpose?
- demonstrate a lack of a sense of audience?
- lack an original perspective?



## Grammar and Usage Rubric

### Grades 5-8

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a good command of language skills?
4	<p><i>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</i></p> <ul style="list-style-type: none"> <li>Do words have very few or no capitalization errors?</li> <li>Do sentences have very few or no punctuation errors?</li> <li>Do words have very few or no spelling errors?</li> <li>Do sentences have very few or no grammar or word usage errors?</li> <li>Writing has very few or no paragraphing errors.</li> <li>Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
	Does writing exhibit an adequate command of language skills?
3	<p><i>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</i></p> <ul style="list-style-type: none"> <li>Do words have occasional capitalization errors?</li> <li>Do sentences have occasional punctuation errors?</li> <li>Do words have occasional spelling errors?</li> <li>Do sentences have occasional grammar or word usage errors?</li> <li>Writing may have occasional paragraphing errors.</li> <li>Writing may have run-on sentences or sentence fragments.</li> </ul>
	Does writing exhibit a minimal command of language skills?
2	<p><i>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</i></p> <ul style="list-style-type: none"> <li>Do words have frequent capitalization errors?</li> <li>Do sentences have frequent punctuation errors?</li> <li>Do words have frequent spelling errors?</li> <li>Do sentences have frequent grammar or word usage errors?</li> <li>Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
	Does writing exhibit a less than minimal command of language skills?
1	<p><i>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</i></p> <ul style="list-style-type: none"> <li>Do words have many capitalization errors?</li> <li>Do sentences have many punctuation errors?</li> <li>Do words have many spelling errors?</li> <li>Do sentences have many grammar and word usage errors?</li> <li>Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

**Writing Prompt, Sample A**  
**Writing – Score Point 6**  
**Grammar and Usage – Score Point 4**

Throughout this excerpt, the author showed many ways of Sundara developing her character as she watched the football game. The author did this by starting the excerpt explaining Sundara's confusion for football. Then it went on saying how Sundara became aware of how other people were acting, and started asking her friends questions about the point of the game and how to play. After, Sundara noticed herself getting really into the game and realized she was cheering along with everyone else.

At the start of this passage, Linda Crew, the author, explained how Sundara went to a football game with some of her friends. She then went on talking about how watching it live was not much cooler than watching it on a television, and how Sundara thought that there was something she wasn't understanding about the game. Sundara just couldn't figure out what was so special about the game and why football players were treated with so much respect. She really just didn't understand the point of the game and wasn't enjoying watching it.

Towards the middle of the excerpt, the author started showing us how Sundara was trying to understand the game. She told us that Sundara was observing other people and how they were reacting to the game. For example, Sundara was watching a girl named Cathy Gates and was aware of when she was cheering and when she was frustrated. Not only did she notice what Cathy was cheering, she also noticed what Cathy was saying. This fascinated Sundara, because Cathy Gates was really into the game and definitely knew what was going on.

Another way that the author showed us how Sundara was trying to learn the game was that she told us that Sundara was asking her friends questions to help her better understand the football game. When her friends gave her answers that were very general and vague, Sundara's character developed. It developed in a way that she was trying to get answers, but no one was helping, so she had to figure them out herself by just watching the field and trying to put the game together, piece by piece.

Finally the author showed Sundara's character growing as she responded to the game by making her enjoy the game as she knew it. Since she could not get "real" answers about the game, she was forced to watch the field even closer to try to self-answer her own questions. After all of her frustrations of not understanding the game, there came a moment when she saw the ball mid-air and saw Jonathan McKinnon catch it and run. At that moment, Sundara found herself cheering in the crowd, even though she was not one-hundred percent sure she knew what was happening on the field. When she found herself enjoying the game, she understood by McKinnon was considered such a hero at her school. This grew Sundara's character because she realized that you do not have to fully understand the game to enjoy it, you just have to be aware of the little things that make it football.

Overall, there were many ways throughout this passage that Sundara's character grew. It went from not understanding the game and not liking it, to trying to understand the game and becoming frustrated about not understanding it. Then, it went to better understanding the game and enjoying it. This all showed that you do not have to fully understand something to like it. I think that if Sundara realized this from the start, she would have enjoyed herself a lot more.

## Notes for Writing Prompt, Sample A

### Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., explain how the author develops Sundara’s character as she responds to the football game).
- stays completely focused on the topic and presents a unifying central idea.
- provides in-depth information and fully developed supporting details (e.g., *Not only did she notice what Cathy was cheering, she also noticed what Cathy was saying.*).
- organizes ideas logically and creates a meaningful, cohesive whole with an introduction, body, and conclusion using strong transitions (e.g., *At the start of this passage, Linda Crew, the author, explained how Sundara went to a football game with some of her friends.*).
- demonstrates exceptional word choice with excellent writing technique, varying vocabulary throughout the essay (e.g., *After all of her frustrations of not understanding the game, there came a moment when she saw the ball mid-air and saw Jonathan McKinnon catch it and run.*).
- is exceptionally fluent; the writer includes varied sentence patterns, including complex sentences (e.g., *When she found herself enjoying the game, she understood by McKinnon was considered such a hero at her school.*).
- demonstrates effective language and tone appropriate to the task (e.g., *The author did this by starting the excerpt explaining Sundara’s confusion for football.*).

**NOTE:** Per the Writing Rubric (grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

### Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has correct punctuation.
- has some spelling errors (e.g., *definetly* [definitely], *answers* [answers], *injoying* [enjoying]).
- uses correct grammar.
- uses paragraphs effectively.



## Writing Prompt, Sample B

### Writing – Score Point 6

#### Grammar and Usage – Score Point 4

Have you ever gone to a new school, moved to a different neighborhood, or even joined a club where you didn't know anyone? For most people it's really difficult to make new friends and start over. But in Linda Crew's book, Children of the River, the character Sundara is not only exposed to new people and surroundings, but a whole new culture.

From the excerpt, "The Game", that I have read, Sundara is having difficulty wrapping her head around the idea of an American game. In this game, an odd shaped small ball is held by a person and they run down an enormous field trying not to be tackled, and if they don't run, they throw it to someone else who will run. This game is called football. Sundara's entire school seems to orbit around the thought of football. The football players are worshiped like gods in the halls and everyone seems to go crazy if they win a game. All of this madness over a sport is all new to Sundara. She is a refugee from Cambodia where sports are the least of their worries.

In the small excerpt, you actually learn a lot about Sundara. At the beginning, she is so confused on why the game football is such a big deal, but curious to find the excitement behind everyone's spirit. As the story goes on, Sundara tries to pay more attention to the cheerleaders, wondering how they know what to say or when to cheer. She tries to ask a friend her questions, but it just confuses and frustrates her even more. Towards the end, Sundara still doesn't understand football, but she can see the athletic ability and potential contained in the players and finds herself clapping and cheering right along with everybody else.

Even though everything around Sundara is completely new, she found a way to fit in and have fun doing it. Understanding football is probably only one of the many challenges Sundara will face in her new world, but at least now she can say she's overcome one of them. In Children of the River, Sundara may only be a character, but she faced some very real problems, problems probably happening today.

## Notes for Writing Prompt, Sample B

### Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- stays completely focused on the topic and presents a unifying central idea.
- provides in-depth information, fully developed supporting details, and insightful commentary (e.g., *The football players are worshiped like gods in the halls and everyone seems to go crazy if they win a game.*).
- organizes ideas logically and creates a meaningful, cohesive whole with an engaging introduction, body, and solid conclusion (e.g., *In Children of the River, Sundara may only be a character, but she faced some very real problems, problems probably happening today.*).
- demonstrates exceptional, vivid word choice with excellent writing technique, varying vocabulary throughout the essay (e.g., *Sundara's entire school seems to orbit around the thought of football.*).
- is exceptionally fluent; the writer includes varied sentence patterns, including complex sentences (e.g., *But in Linda Crew's book, Children of the River, the character Sundara is not only exposed to new people and surroundings, but a whole new culture.*).
- demonstrates effective language and an engaging tone that demonstrates a strong sense of audience (e.g., *Understanding football is probably only one of the many challenges Sundara will face in her new world, but at least now she can say she's overcome one of them.*).

**NOTE:** Per the Writing Rubric (grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

### Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses mostly correct capitalization (e.g., *cambodia* [Cambodia]).
- has mostly correct punctuation (e.g., *its* [it's]).
- has a spelling error (e.g., *exitement* [excitement]).
- uses correct grammar.
- uses paragraphs effectively.

## Writing Prompt, Sample C

### Writing – Score Point 5

#### Grammar and Usage – Score Point 4

At the beginning of the story, Sundara does not understand how football is played. She asks her friends to explain the game to her, but their explanations didn't help a lot. But she still kept trying to figure out how it was played.

This is one way that the author develops her character. It shows that she is determined and curious. It shows she is curious because she wants to figure out how the game is played. It shows she is determined because even though she doesn't understand how it's played, she keeps trying to learn it. In the story she's also jealous about, Cathy Gates, and her knowlogde about the game saying, "Most of all Sundara envied Cathy's mystifying knack for knowing when Jonathan and his teammates had done something worth cheering about. She is also very confused about what is happening during the game, even with Kelly's help.

Kelly told Sundara that the main idea of football was to get the ball from "one end of the field of the other." The only problem was that Sundara could never see where the ball was. In paragraph five, she finally saw the quarterback throw the ball to Jonathan McKinnon, which he ran for a touchdown.

In this short amount of time Sundara learns that football requires a great amount of skill including speed and grace. She still did not understand the game but she accepted the game and the great amount of skill it requires to play it. She also knows that Jonathan McKinnon has a lot of skill.

In this story, the author develops Sundara's character as she responds to the game. The author shows she is determined by how much she wants to learn the game. She shows she is curious by wanting to know the game. She is accepting because even though she doesn't understand the game, she enjoys it. The author used all of these things to develop her character.

## Notes for Writing Prompt, Sample C

### Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., explain how the author develops Sundara’s character as she responds to the football game).
- stays focused on the topic.
- includes many ideas that are well developed with relevant details, while effectively incorporating both direct quotes and paraphrased details from the passage (e.g., *In paragraph five, she finally saw the quarterback throw the ball to Jonathan McKinnon, which he ran for a touchdown.*).
- is organized logically with an introduction, body, and conclusion (e.g., *In this story, the author develops Sundara’s character as she responds to the game.*).
- exhibits more than adequate word usage (e.g., *In this short amount of time Sundara learns that football requires a great amount of skill including speed and grace.*).
- is easy to read and uses varied sentence patterns, including complex sentences (e.g., *It shows she is determined because even though she doesn’t understand how it’s played, she keeps trying to learn it.*).
- displays an appropriate register for the task (e.g., *She is also very confused about what is happening during the game, even with Kelly’s help.*).

**NOTE:** A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

### Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation with some misused commas and missing end quotation marks.
- has few spelling errors (e.g., *explanations*, [explanations], *knowlogde* [knowledge] ).
- has correct word usage.
- uses paragraphs correctly.

## Writing Prompt, Sample D

### Writing – Score Point 5

#### Grammar and Usage – Score Point 4

"Soon the players were smashing into each other, the men in the striped shirts were blowing whistles and tossing handkerchiefs." This quote from *Children of the River* shows you that Sundara is at a football game. Even though Sundara does not understand this game, from paying attention for most of the game, she understands it more at the end. She ending up learning some things based off what the players and the rest of the crowd were doing.

The author develops Sundara's character by first having her not really understand the football game then towards the end she gets it a little more. Sundara does not know much about football because her culture probably does not have football. She is 17 years old, from Cambodia, and right now she lives in Oregon with her extended family. From the story you can tell that Sundara is very fascinated with football. Her fascination must have led her to understand it more because she found herself cheering at the end of the game with the crowd.

Sundara learned a lot from the football game. At first she sat there confused thinking about the game but by the end she was cheering for the winning team. The text states, "She did not understand the game, but she understood speed, and she understood grace. She understood why everyone thought Jonathon McKinnon was wonderful." This shows that Sundara didn't fully understand football but she understood it more than she did before the game.

Everyone acted different in the game. Sundara was confused but finally understood it a little. Kelly cheered when she was supposed to and sat down when she was not supposed to cheer. Cathy was nervous at one point and biting her nails then she stood up and cheered. And last but not least, Jonathon McKinnon was playing really well and was determined to win which he ended up doing. This show that alot of people were really into the game and had simaliar but different reactions.

In conclusion, Sundara did not understand the game at first she slowly started to and she learned a lot by paying attention and watching other people's reactions. The next time you're at a game, if you pay attention to the game and everyones reactions, you might understand it a little bit more at a time.

### Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., explain how the author develops Sundara’s character as she responds to the football game).
- stays focused on the topic.
- includes many ideas that are well developed with relevant details and analysis (e.g., *Sundara does not know much about football because her culture probably does not have football.*).
- is organized logically with a solid introduction, body, and conclusion (e.g., *The next time you’re at a game, if you pay attention to the game and everyones reactions, you might understand it a little bit more at a time.*).
- exhibits more than adequate word usage (e.g., *Her fascination must have led her to understand it more because she found herself cheering at the end of the game with the crowd.*).
- is easy to read and uses varied sentence patterns (e.g., *And last but not least, Jonathon McKinnon was playing really well and was determined to win which he ended up doing.*).
- displays an appropriate tone for the task (e.g., *This shows that Sundara didn’t fully understand football but she understood it more than she did before the game.*).

**NOTE:** A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

### Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses mostly correct capitalization (e.g., *Children of the river* [Children of the River]).
- has mostly correct punctuation with some missing commas and a missing apostrophe (e.g., *everyones* [everyone’s]).
- has few spelling errors (e.g., *simaliar*, [similar], *alot* [a lot]).
- has mostly correct word usage (e.g., *ending* [ended]).
- has one run-on sentence (e.g., *In conclusion, Sundara did not understand the game at first she slowly started to and she learned a lot by paying attention and watching other people’s reactions.*).
- uses paragraphs correctly.

## Writing Prompt, Sample E

### Writing – Score Point 4

#### Grammar and Usage – Score Point 4

Have you recently moved to a new city? In this essay I will explain how the author develops Sundara's character as she responds to the football game.

The author makes the first paragraph seem so fast to Sundara. She does not understand why Americans get so excited over a sport. The author makes Sundara seem quite and shy. Sundara just observes people in the crowd. Sundara notices a cheerleader named Cathy Gates. The author makes Cathy seem like a switch, turning on and off. One instant she'd be standing there with her hip cocked, one elbow cradled in her other hand as she bit her thumb, watching the players on the field. Then something would happen in the game- click- her face would light up with a big smile as she whirled to face the crowd.

Sundara asked Kelly what the point of the game was. Kelly said, "The main idea is to get the ball to the other side of the field." This wasn't much help because Sundara couldn't even see the ball. The author changes this by Sundara seeing the ball in the air. Sundara could tell that this was a big moment because everyone jumped up cheering as loud as they could. Sundara thought about the idea to stand. She felt her feet do it. Sundara jumped to her feet with the crowd clapping. She did not understand the game, but she understood grace, she understood speed. She understood why everyone thought Jonathan McKinnon was wonderful.

The author made Sundara shy and clueless about American culture. She did not understand the concept of football. At the football game, Sundara wondered why a crowd of people enjoyed football so much. By the end of the story, Sundara had her answer. She understood the point of football.

Do you not know about the culture in your new city? What can you do to find out more about it?



## Notes for Writing Prompt, Sample E

### Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task (i.e., explain how the author develops Sundara’s character as she responds to the football game).
- stays focused on the topic.
- includes sufficient information and supporting details (e.g., *Sundara could tell that this was a big moment because everyone jumped up cheering as loud as they could.*).
- progresses in a logical order with an introduction, body, and conclusion. While the response contains both an introduction and conclusion, neither contribute well to the development of the topic (e.g., *In this essay I will explain how the author develops Sundara’s character as she responds to the football game.*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *Sundara just observes people in the crowd.*).
- uses some varied sentence patterns; however, some come from sentences copied from the passage (e.g., *At the football game, Sundara wondered why a crowd of people enjoyed football so much.*).
- displays an appropriate register (e.g., *The author made Sundara shy and clueless about American culture.*).

**NOTE:** A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

### Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has few spelling errors (e.g., *developes* [develops], *quite* [quiet], *consept* [concept]).
- has correct grammar.
- uses paragraphs correctly.

## Writing Prompt, Sample F

### Writing – Score Point 4

#### Grammar and Usage – Score Point 4

Football is a well known and played sport. Football came from a sport called rugby. The author develops Sundara's character as she responds to the football game by saying what she thought of the game at the beginning and at the end of what she had learned about the game.

Firstly the author develops Sundara's character as she responds to the football game by stating what Sundara thought at the beginning of the story. At the beginning of the story Sundara didn't know what they were doing. Sundara also didn't know why people got out of the way of people in letter jackets. That is one way the author develops Sundara's character.

Secondly the author develops Sundara's character as she responds to the football game by stating what Sundara thought at the end of the story. At the end of the story Sundara finally knew what the point of football was about. Sundara also found out why everybody loves football and its players. That is another way the author develops Sundara's character.

Finally the author develops Sundara's character as she responds to the football game by stating what Sundara learns about the game. Sundara first learns that football requires speed. Sundara then learns that football requires grace. That is the last way the author develops Sundara's character as she responds to the football game.

In Conclusion the author develops Sundara's character as she responds to the football game by saying what she learned and what she thought of the game at the beginning and the end of the story. These are how the author develops her character to me.

### **Writing – Score Point 4**

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task (i.e., explain how the author develops Sundara’s character as she responds to the football game).
- stays focused on the topic.
- includes sufficient information and supporting details (e.g., *Sundara also didn’t know why people got out of the way of people in letter jackets.*).
- progresses in a logical order with an introduction, body, and conclusion. Transitions are basic (e.g., *Firstly the author develops Sundara’s character as she reponds to the football game by stating what Sundara though at the beginning of the story.*).
- demonstrates control of vocabulary that is appropriate to the topic, with some redundant phrases and sentences (e.g., *That is another way the author develops Sundara’s character.*).
- uses some varied sentence patterns (e.g., *At the end of the story Sundara finally knew what the point of football was about.*).
- displays an appropriate register (e.g., *Finally the author develops Sundara’s character as she reponds to the football game by stating what Sundara learns about the game.*).

**NOTE:** A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

### **Grammar and Usage – Score Point 4**

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has mostly correct capitalization (*Conclusion* [conclusion]).
- has some missing commas.
- has some spelling errors (e.g., *form* [from], *reponds* [responds], *though* [thought]).
- has mostly correct grammar (e.g., *everybody love* [everybody loves]).
- uses paragraphs correctly.

## Writing Prompt, Sample G

### Writing – Score Point 3

#### Grammar and Usage – Score Point 3

In the article "The Game" the author develops Sundara's character by showing us how Sundara learns about football. At first Sundara has no idea about the game or when to cheer. She uses her friend Cathy because she know alot about football and when to cheer. Sundara also doesn't understand whats so important about Jonathan McKinnon. She understood he was a player but she could never pick him out of the players on the feild.

By the end of the game Sundara still didn't fully understand the game. She did know that you had to get a football from one end too another. She also knew that speed and grace where both used and useful in the game of football. Most of all she now knew why everyone like Jonathan McKinnon.

In conclusion Sundara still doesn't fully know about football. It will probaly still be confusing to her but at least she knows a little about football.

### **Writing – Score Point 3**

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- minimally accomplishes the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- stays focused on the topic.
- includes a few supporting details in a list-like manner (e.g., *She did know that you had to get a football from one end too another.*).
- attempts to logically organize ideas with a weak introduction, a brief body, and a conclusion (e.g., *In conclusion Sundara still doesn't fully know about football.*).
- demonstrates control of basic vocabulary and uses mostly simple sentences with some attempt at more varied sentence patterns (e.g., *It will probaly still be confusing to her but at least she knows a little about football.*).
- demonstrates an attempt to adjust language and tone to task (e.g., *She understood he was a player but she could never pick him out of the players on the feild.*).

**NOTE:** A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

### **Grammar and Usage – Score Point 3**

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has spelling errors (e.g., *lears* [learns], *alot* [a lot], *feild* [field]).
- has punctuation errors, including missing commas (e.g., *whats* [what's]).
- has a usage error (e.g., *too* [to]).
- has a subject/verb agreement error (e.g., *everyone like* [everyone likes]).

**Writing Prompt, Sample H**

**Writing – Score Point 3**

**Grammar and Usage – Score Point 3**

This article is about a girl named sundara who is trying to find the real meaning of football. The first thing she thinks about football is throwing a ball across the field. That is what she thinks the meaning of football is. But lets get to the real part here.

The meaning of football is making a goal. Another meaning is working with you team together. Another meaning is scoring for your team and having each others backs by working together. Football is an exiting sport. Football is played during spring, winter, and summer. Sundara has learned that football is more than throwing a ball across the field tell it gets to the end.

Sundara is a smart girl. Sundara doesn't know about sports much. She is a girl that is confused.

## Notes for Writing Prompt, Sample H

### Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- minimally accomplishes the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- stays somewhat focused on the topic.
- includes a few supporting details in a list-like manner that lacks connection (e.g., *The meaning of football is making a goal.*).
- attempts to organize ideas with an introduction, body, and conclusion; however, the progression of ideas is somewhat unclear (e.g., *This article is about a girl named sundara who is trying to find the real meaning of football.*).
- demonstrates control of basic vocabulary and relies mostly on simple sentences (e.g., *Sundara is a smart girl. Sundara doesn't know about sports much.*).
- demonstrates an attempt to adjust language and tone to task but has difficulty establishing an appropriate register (e.g., *But lets get to the real part here.*).

**NOTE:** A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

### Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses mostly correct capitalization (e.g., sundara [Sundara]).
- has spelling errors (e.g., *thanks* [thinks], *tell* [until], *exiting* [exciting]).
- has punctuation errors (e.g., *lets* [let's], *each others* [each other's]).
- has usage errors (e.g., *you* [your], *that* [who]).



**Writing Prompt, Sample I**

**Writing – Score Point 2**

**Grammar and Usage – Score Point 2**

Sundara does not understand what is the big about football. Why do americans like football or make way for the football player in the hallway.

Sundara still does not understand the game, but she understands the grace and speed of caching the ball. Then running down the feild to make a tuchdown.

As I said in the begining sundara still does not understand football.

## Notes for Writing Prompt, Sample I

### Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- partially accomplishes the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- exhibits some focus.
- provides few supporting details (e.g., *Sundara still does not understand the game, but she understands the grace and speed of catching the ball.*).
- lacks development of ideas.
- presents ideas with an introduction, limited body, and weak conclusion (e.g., *As I said in the begining sundara still does not understand football.*).
- exhibits minimal word usage and writing techniques (e.g., *It would be good because we get to do stuff.*).

**NOTE:** A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

### Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *americans* [Americans], *sundara* [Sundara].)
- has grade-level spelling errors (e.g., *feild* [field], *tuchdown* [touchdown], *begining* [beginning]).
- has a missing word (e.g., *Sundara does not understand what is the big [deal] about football.*).
- has a sentence fragment (e.g., *Then running down the feild to make a tuchdown.*).
- has frequent errors in a relatively brief writing sample.

**Writing Prompt, Sample J**

**Writing – Score Point 2**

**Grammar and Usage – Score Point 2**

Sundara is trying to understand how football works and she is having a Really hard time trying but Now she is starting to find out how it works and towards the Middle of the game. She one of the cheerleaders tells her how football works but she, still dont understand but towards the end of the game one of the football players wins the game and she knows how it works.

### **Writing - Score Point 2**

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- partially accomplishes the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- exhibits some focus.
- provides few supporting details (e.g., *She one of the cheerleaders tells her how football works but she, still dont understand but towards the end of the game one of the football players wins the game and she knows how it works.*).
- lacks development of ideas.
- presents ideas without a discernible introduction or conclusion.
- exhibits minimal word usage and writing techniques.

**NOTE:** A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

### **Grammar and Usage - Score Point 2**

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *Really* [really], *Now* [now], *Middle* [middle]).
- has correct spelling.
- has punctuation errors (e.g., *dont* [don't]).
- consists of two incorrectly constructed sentences.
- has frequent errors in a relatively brief writing sample.

**Writing Prompt, Sample K**

**Writing – Score Point 1**

**Grammar and Usage – Score Point 1**

At The begining of this story sundara didn't under stand football. She is watching the football players and not under standing why they enjoy this.

## Notes for Writing Prompt, Sample K

### Writing - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- has less than minimal development.
- is too brief to establish an order.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

**NOTE:** A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

### Grammar and Usage - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *The* [the], *sundara* [Sundara]).
- has spelling errors (e.g., *begining* [beginning], *under stand* [understand], *under standing* [understanding]).
- has numerous errors in a brief writing sample.

**Writing Prompt, Sample L**

**Writing – Score Point 1**

**Grammar and Usage – Score Point 1**

she doesn't know the game but her friend helps her understand the true meaning of football At the begging she did not know what to do but at the end she know what football means.



## Notes for Writing Prompt, Sample L

### Writing - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task (i.e., explain how the author develops Sundara's character as she responds to the football game).
- has less than minimal development.
- is too brief to establish an order.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

**NOTE:** A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

### Grammar and Usage - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has a capitalization error (e.g., *she* [She]).
- has spelling errors (e.g., *unstand* [understand], *begging* [beginning]).
- has a missing period after the first sentence.
- has a subject/verb agreement error (e.g., *she know* [she knows]).
- has numerous errors in a brief writing sample.